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ABSTRACT

This report evaluates a nursery program for pre K pupils in New York City. The program emphasized oral language, sensory motor coordination, conceptual training and the development of a strong self concept. Fifteen pre K pupils participated in the program. An intake diagnosis was used to help specify areas of deficit which needed attention. Parents of pupils, "volunteer parent cooperators", worked in the classroom and in the learning centers on a rotating basis under the direction of the teacher. An educational assistant worked with the pupils individually and in small groups. A family worker consulted with parents of the pupils enrolled in the program. Pupils were tested at the beginning and the end the program to assess the improved cognitive functioning as measured by the Boehm Test. This evaluation concluded that eleven of the fifteen pupils showed a gain in cognitive functioning in their post test performance scores. Additionally, parents participating in a workshop program showed increased knowledge of child development as measured by an observational inventory. The child development rating scale and the parent observation form are appended to this report. (Author/JP)

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EVALUATION REPORT

Function No. 20-63443

# PARENT COOPERATIVE NURSERY PROGRAM

School Year 1975-1976

An Evaluation of Selected New York City Umbrella Programs funded under a Special Grant of the New York State Legislature performed for the Board of Education of the City of New York for the 1975-1976 school year

UD017135

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CHAPTER 1: THE PROGRAM

The program was focused on creating a classroom environment which would prevent the accumulative pattern of retardation that develops early in the child's school experiences. The nursery program emphasized oral language, sensory motor coordination, conceptual training and self-concept. An intake diagnosis was used to help specify particular areas of deficit which needed particular attention. Parents of pupils "volunteer parent cooperators" worked in the classroom in the learning centers on a rotating basis under the direction of the teacher. An educational assistant worked with children individually and in small groups. The program started March 12, 1976 and data was collected to determine if program objectives were achieved on May 10, 1976. A family worker consulted with parents of the children enrolled in the program.

CHAPTER 2: EVALUATIVE PROCEDURES

Program Objectives:

1. Pre-K pupils participating in at least 50% of the scheduled sessions will demonstrate a statistically significant increase in cognitive functioning as measured by the Boehm Test.
2. Parents of the pupils participating in at least 50% of the scheduled sessions will show a significant increase in relevant skills for pre-school children as measured by a program developed observation inventory.
3. Parents participating in a workshop program will show a significant increase in knowledges of child development as measured by a project developed test.
4. Pupils will be diagnosed and screened for cognitive difficulties. Referrals will be made to appropriate agencies.

Evaluation Objectives:

Evaluation Objective 1:

To determine if as a result of participation in the program Pre-K children who attend at least 50% of the sessions show a statistically significant increase in cognitive functioning as measured by the Boehm Test.

Subjects:

Fifteen Pre-K children attended the program. The original design called for thirty children to be tested, however, due to absences and discharges only fifteen children received pre and post tests.

Methods and Procedures:

Participants were administered Form A of the Boehm at the beginning of the program (March 1976) and Form B at the end of the program (May 1976).

Statistical Analysis:

A McNemar Test of Significance of Change was used to assess changes in pre and post test scores.

Evaluation Objective 2:

To determine if the parents of the pupils participating in at least 50% of the classroom sessions will show a significant increase in relevant behavioral skills for working with pre-school children as measured by an evaluation developed observational inventory.

Subjects:

Twenty-five parents of the children who attended the Pre-K program served as subjects for the second objective. Five parents could not be rated due to discharge of their children.

Methods and Procedures:

Participating parents were observed and rated at the beginning

(March 1976) and end of the program (May 1976).

Statistical Analysis:

A McNemar Test of Significance of Change will be used to assess changes in pre- and post test observational ratings.

Evaluation Objective 3:

To determine if parents participating in a workshop program will show a significant increase in knowledges of child development as measured by a test.

Subjects:

Approximately 100 parents participating in program sponsored workshops were to serve as subjects for this objective. However, due to the restricted time of evaluation only one workshop was evaluated. Nine parents attended both the pre testing session and the subsequent workshop.

Methods and Procedures:

Participants were tested prior (April 30, 1976) and after the workshop (May 7, 1976) on their knowledges of child development.

Statistical Analysis:

McNemar's Test of Significance of Change will be used to assess changes in knowledges between pre- and post testing.

Evaluation Objective 4:

To evaluate the extent to which the program has evaluated and referred children to agencies.

Subjects:

All participants in the program.

Methods and Procedures:

In order to evaluate the referrral procedure a check was made of the

number of children actually referred.

Analysis of Data:

A statement concerning the referral segment of the program will be made in the final report.

Evaluation Objective 5:

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects:

All participants in the program.

Methods and Procedures:

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program was carried out by conducting site visits at the beginning and end of the project period; by examining documents related to the program; and by maintaining continuous contact with the project coordinator.

Analysis of Data:

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

CHAPTER 3: FINDINGS

To determine if as a result of participation in the program Pre-K children who attend at least 50% of the sessions show a statistically significant increase in cognitive functioning as measured by the Boehm Test.

The McNemar Test of Significance of Change was used to assess the first objective. Fifteen children were tested pre and post on the Boehm Test. The results of the pre-post test analysis resulted in a chi square of 3.2

(d/f = 1, p .10). Eleven of the fifteen children showed a gain in their post test performance. The mean pre test percentile score was 46 while the post test mean percentile score was 56. Although the results are not significant by the usual criteria of .05 the restricted time allowed for the program to achieve its stated objective should be considered. In addition, the above findings do indicate substantial growth in cognitive functioning.

To determine if the parents of the pupils participating in at least 50% of the classroom sessions will show a significant increase in relevant behavioral skills for working with pre-school children as measured by an evaluation developed observational inventory.

The McNemar Test of Significance of Change was used to assess the second objective. Twenty-five parents were rated on a pre-post scale. The results of the pre-post analysis resulted in a chi square of 3.2 (d/f = 1, p .10). Seventeen of the twenty-five parents rated showed some gain skills in working with Pre-K children. Although the results are not significant by the usual criteria of .05 the above findings do indicate substantial changes in the parent's skills in working with Pre-K children. In addition, the restricted time allowed for the program to achieve the program objective was felt to be a significant factor in determining the outcome of the results.

To determine if parents participating in a workshop program will show a significant increase in knowledges of child development as measured by a test.

The McNemar Test of Significance of Change was used to assess the third objective. Nine parents were tested pre and post on their knowledge of child development after having participated in a program workshop. The

results of the pre-post test analysis resulted in a chi square 1 (d/f = 1, Nonsignificant). Five of the nine parents showed higher post to pre test score. The third program objective was not attained.

To evaluate the extent to which the program has evaluated and referred children to agencies.

Analysis of the referrals resulted in the following findings:

1. Twenty children referred to Hunts Point Multi Service for a variety of medical services.

2. Twenty children referred to Diagnostic Prescriptive Clinic for a variety of services.

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Based on site visits it was clear that this is a highly organized and efficient program. Given the late date of starting it was quite remarkable the degree to which this program was implemented. A grest deal of credit should be given to the program coordinator. The overall staff was also outstanding. It was apparent from site observations that there was a great deal of coordination among staffmembers.

The program itself seemed well designed and directed at relevant educational, social and emotional goals. The children in the program were clearly exposed to important experiences during their stay at the school. Observation of parents also indicated that they were deriving much from their exposure to the program. Most parents seemed genuinely involved in the program. The physical plant is relatively new and provides facilities which are quite adequate for the program materials used by the children were either teacher made or purchased from established publishers. The materials appeared consistent with program objectives.

## CHAPTER IV: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### Major Findings:

Although the first two program objectives were not supported at the .05 level of significance there was evidence of substantial growth in the children's cognitive functioning and parent's skills in dealing with Pre-K children. The third objective of increased knowledge of child development after exposure to a workshop was not supported. The program objectives regarding referral to agencies was carried out as described in the program proposal. The program was carried out as stated in the program proposal.

### Recommendations:

1. The program should be recycled. This recommendation is based on the growth evidenced by both children and parents when considered from the limited time they actually spent in the program.
2. The program should be funded so that it could start in September. The early weeks of the program could be used for evaluation and screening.
3. The workshop component should be reviewed to determine the most effective means of presenting topics. Consultation with parents should provide valuable insights.

## Knowledge of Child Development

Parent's Name _____ Child's Name _____

Date _____ Age _____

Circle the age at which 70% of the children will be able to:

| | | Age | | | | |
|---|---|---|---|---|---|---|
| 1. | Identify major parts of the body | 3 | 4 | 5 | 6 | 7 |
| 2. | Recognize their own and other childrens written names | 3 | 4 | 5 | 6 | 7 |
| 3. | Recall a series of events in logical order given beginning, middle and end | 3 | 4 | 5 | 6 | 7 |
| 4. | Have a sight vocabulary of 75-150 words | 3 | 4 | 5 | 6 | 7 |
| 5. | Add and take away | 3 | 4 | 5 | 6 | 7 |
| 6. | Count by tens, hundreds, and thousands | 3 | 4 | 5 | 6 | 7 |
| 7. | Follow written directions | 3 | 4 | 5 | 6 | 7 |
| 8. | Classify likenesses and differences by one property | 3 | 4 | 5 | 6 | 7 |
| 9. | Identify basic geometric shapes | 3 | 4 | 5 | 6 | 7 |
| 10. | Name money pieces - penny, nickel, dime, quarter, dollar | 3 | 4 | 5 | 6 | 7 |
| 11. | Read independently | 3 | 4 | 5 | 6 | 7 |
| 12. | Learn basic facts of addition and subtraction | 3 | 4 | 5 | 6 | 7 |
| 13. | Perform activities that involve concepts such as up, down, on, under; behind, in front of | 3 | 4 | 5 | 6 | 7 |
| 14. | Identify initial sounds and rhyming words | 3 | 4 | 5 | 6 | 7 |
| 15. | Use concepts of capacity, quantity, weight, time | 3 | 4 | 5 | 6 | 7 |

Parent Observation Form

Name of Parent _____ Class _____

Child _____ Date _____

Parent Attendance _____ Child Attendance _____

Emotional Awareness

1 2 3 4 5

Low Moderate High

Description of behaviors:
a. Sensitivity to various feeling states: Can judge various words
b. Intervenes when child's emotional state requires adult support
c. Makes frequent eye contact when relating. Makes use of physical contact.

Independence and Achievement Training

1 2 3 4 5

Low Moderate High

Description of behaviors:
a. Encourages the child to try things on their own
b. Provides experiences which allow for exploration
c. Allows for appropriate level of frustration

Language Stimulation

1 2 3 4 5

Low Moderate High

Description of behaviors:
a. Encourages language usage by asking questions
b. Uses language appropriate to child's level (not too easy or hard)
c. Answers questions immediately and appropriately

Bilingual Stimulation (when appropriate)

1 2 3 4 5

Low Moderate High

Description of behaviors:
a. Encourage English by speaking in English
b. Encourages child to speak English
c. When child is unable to express ideas in English provides appropriate translation

Cognitive Stimulation

1 2 3 4 5

Low Moderate High

Description of behaviors:
a. Selects appropriate materials
b. Constructs new materials
c. Poses questions or presents materials which require integrative thought

Adequacy of Feedback

1 2 3 4 5

Low Moderate High

Description of behaviors:
a. Provides immediate feedback
b. Uses praise
c. Points out reasonable things to be improved